

DEVELOPING ASSESSMENT PLANS FOR UNIT STANDARDS

CORE SKILLS

This material has been developed to assist assessors of core skills unit standards to develop quality assessment resources, which promote quality assessments of people against core skills unit standards. This material is not assessment activities, nor is it lesson plans: rather it attempts to make it easier for assessors to assess effectively and efficiently.

This material is intended to be relevant to the wide range of contexts/environments where people are assessed against core skills: including, for example, assessment both on-job in the workplace and off-job in a range of educational settings.

Users of this resource are encouraged to trial the plans, and share their usefulness or otherwise as feedback to nqs@nzqa.govt.nz.

A unit standard specifies the outcome to be achieved:

- The title is the main outcome
 - The elements identify the lesser outcomes against which people are actually assessed.
- Everything else in a unit standard is intended to assist the assessor in making a quality judgment about whether a person achieves the outcome to the required standard (“competent”) or not.

The use of unit standards as mere learning outcomes has had a tendency to produce a narrow and inflexible range of assessment focus and activities and practices. There should be a distinction between what is to be taught and what is to be assessed. Users of core skill unit standards should be able to use their own judgment about what they need to teach, based on the needs of their people, and not rely on the unit standard as a guide to what they should teach. The emphasis in a unit standard is on what is required to make a valid assessment judgment rather than what is required to be learnt, or how work must be done in detail.

The assessment focus is on the element as the primary indicator of competence or achievement. People are assessed against the outcomes as expressed in the elements.

A decision on competence should be made from the **wholeness** of performance against the outcome: an assessor needs to check whether, **overall**, the person has met the requirements of the element, and needs to be confident that the person has achieved the outcome(s) specified in the element(s).

Performance criteria do not express outcomes. They (and any ranges) identify the critical evidence that must be taken into account when making a judgment on competent performance of the outcome. Undue attention to the performance criteria often leads to over-assessment, and pedantic attention to detail.

The level of a unit standard helps set the standard as well. The levels descriptors can inform an assessment judgment by helping establish the general standard of performance required. The levels descriptors can be accessed on the NZQA website.

Special notes can also help make quality assessment judgments, and should be consulted.

This assessment regime is consistent with Qualifications Authority assessment and moderation policy. The element, rather than the performance criteria, drives the assessment judgments. Assessment activities related to performance criteria are then used as a support to the judgments at element level.

Some assessment systems have at times not been appropriate. For example: inappropriate role plays and simulation that have no contextual relevance to candidates; large amounts of theory and written exercises when candidate competency can be affirmed through oral questioning and attestation; straight checklists with no back-up of oral questioning. It is clear that one assessment method, role-playing for example, is not relevant to all unit standards.

The task of an assessor is to design an assessment that efficiently provides the evidence needed to attest to competence. The material that follows is intended to assist this, and encourages the use, where possible, of naturally occurring evidence. It is sometimes possible to design an assessment to be one complete task relevant to the person being assessed, which allows assessment of several outcomes at the same time. The environment/context for assessments should be the person's real environment/context where possible, or a simulated one that very closely relates to the real one.

Assessors wishing to develop their skills should be aware of these unit standards:

- 4098 Use standards to assess candidate performance
- 11552 Design assessment
- 18203 Verify evidence for assessment for candidate

Assessment Development Plans

The formatting used in the following assessment development plans is intended to make it easier to take a unit standard and write an appropriate assessment.

The assessor briefs have been designed so that, on the whole, they are not “clogged up” with unnecessary notations (for example performance criterion number). The focus is on the key and/or critical indicators distilled from all the performance criteria of an element.

Special notes and range statements therefore need to be well considered and attention given to how they drive the planning of assessment.

It is intended that the assessment tools are flexible and adaptable by the assessor, depending on what physical evidence is required or might already exist in the workplace. For example, if a candidate is unable to provide enough evidence, the assessor can then ask additional oral/written questions to ascertain competency.

Verified documentation and attestation statements are also often suggested as another assessment tool that can be used to provide evidence, where applicable.

The assessor can also identify performance criteria in the unit standards to use as a basis for developing oral questions and attestation statements. In many cases, several performance criteria can be summarised into one oral question or a summarised statement for any attestation. Building questions around range statements is one way of ensuring that all items in a range are covered.

APPENDIX

GENERIC EVIDENCE

TOOLS and APPROACHES

may arise from

direct observation		real situations
process/product, verified (verifier/assessor)		checklists
cross-referencing to other unit standards and/or elements		performances
RCC - recognition of current competency		posters and charts
RPL - recognition of prior learning	visual check of ability to carry out tasks	
naturally occurring evidence		visual aids
cross-crediting (for example RoL – record of learning)		current competency
performance appraisal		opportunity for feedback
audio tapes		video
attestations		
<hr/>		
written responses	flow chart/graph	research
	forms	report writing
finished products (for example CV)	memos	written questions
	diaries	brainstorming
	journals	mind mapping
attestations	timelines	tests
	planner	cloze reading
	logs	fill in gaps
	personal profiles	multi-choice
	self evaluation	projects
	portfolios	checklists
	case studies	computer – websites
	annotations	letters
	workplace documentation	
<hr/>		
Oral		oral questions
audio/video tapes		presentations
responses		seminars
finished products		role plays
		real situations
Attestations		live performance
		observation
		simulation

Core Skills Assessment Resources

Unit Standard id: title

version # level # credits # domain

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Element statement	<p>What does the candidate need to do or know to meet the element requirements?</p> <p>For example:</p> <ul style="list-style-type: none"> • identifies • demonstrates • presents • produces • collects • etc <p>Note the active verbs.</p>	<p>What would the assessor expect to see?</p> <p>For example:</p> <ul style="list-style-type: none"> • verified documentation • observation • written/oral responses • etc - refer to Appendix. <p>The assessor may:</p> <ul style="list-style-type: none"> • collect verified material (eg verified by a workplace supervisor); or • act as a verifier. 	<p>What methods and approaches can be used to collect the evidence?</p> <p>Refer to the Appendix for examples.</p> <p>Supplementary/supporting evidence can be used to confirm.</p>	<p>Has the candidate achieved the key indicators?</p>

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 56: Attend to customer enquiries face-to-face and on the telephone
version 5 level 1 credits 2 domain *service sector – core skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Demonstrate personal skills required for positions involving customer contact.	<ul style="list-style-type: none"> • Candidate demonstrates personal hygiene standards, communication skills and a positive attitude 	<ul style="list-style-type: none"> • Direct observation • Verified documents • Written/oral responses 	<ul style="list-style-type: none"> • Question bank • Attestations • Role-plays 	Candidate has demonstrated appropriate personal skills
2 Greet customer and/or visitor face-to-face and meet initial needs.	<ul style="list-style-type: none"> • Candidate demonstrates appropriate greeting • Candidate seeks and addresses initial needs, including special needs, if appropriate 	<ul style="list-style-type: none"> • Direct observation • Verified documents • Supplementary responses (written/oral) to confirm performance if required 	<ul style="list-style-type: none"> • Checklist • Attestations • Role-plays • Oral question bank 	Candidate has initiated and responded in an appropriate manner
3 Attend to customer and/or visitor enquiries face-to-face.	<ul style="list-style-type: none"> • Candidate shows communication skills • Candidate responds to customer enquiries including referral if required 	<ul style="list-style-type: none"> • Direct observation • Verified documents • Supplementary responses (written/oral) to confirm performance if required 	<ul style="list-style-type: none"> • Checklist • Attestations • Role-plays • Oral question bank 	Candidate has dealt appropriately face-to-face with enquiries
4 Attend to customer and/or visitor requests over the telephone.	<ul style="list-style-type: none"> • Candidate greets, responds to, and closes a telephone conversation appropriately • Candidate records, and checks detail of call with caller 	<ul style="list-style-type: none"> • Direct observation • Documentation • Verified documents 	<ul style="list-style-type: none"> • Checklist • Attestations • Forms/memos, etc • Role-plays 	Candidate has demonstrated the ability to deal with customer/visitor on telephone
5 Respond to customer and/or visitor complaints face-to-face and on the telephone.	<ul style="list-style-type: none"> • Candidate acknowledges complaint • Candidate obtains information and notes appropriately • Referral of complaint, as required 	<ul style="list-style-type: none"> • Direct observation • Documentation • Verified documents 	<ul style="list-style-type: none"> • Checklist • Attestations • Forms/memos, etc • Role-plays 	Candidate has demonstrated the ability to deal with a complaint both face-to-face and on the telephone

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 57: Provide customer service in given situations
version 5 level 2 credits 2 domain *service sector – core skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Identify elements of good service in a given situation.	In a given situation: <ul style="list-style-type: none"> • Candidate defines customer care, customer service • Candidate identifies parts of service chain and the significance of good service • Candidate identifies personal presentation standards • Candidate identifies influential personal/inter-personal factors • Candidate identifies useful communication skills 	<ul style="list-style-type: none"> • Written/oral responses 	<ul style="list-style-type: none"> • Written/oral questions • Charts/posters • Case – studies • Oral presentation 	Candidate has identified factors which contribute to good service according to the given situation
2 Provide customer service in a given situation.	In a given situation: <ul style="list-style-type: none"> • Candidate greets customer • Candidate identifies needs, including special needs if presented • Candidate meets several demands at once • Candidate overall service meets customer need, including security 	<ul style="list-style-type: none"> • Direct observations • Verified documents • Responses to supplementary questions (written/oral) clarify performance • Customer feedback (appropriate to situation) 	<ul style="list-style-type: none"> • Checklists • Attestations • Role-plays • Oral question bank 	Candidate has provided appropriate level of customer service using the skills outlined in the ranges
3 Respond to customer complaints in a given situation.	<ul style="list-style-type: none"> • Candidate responds to complaints promptly and in an appropriate manner 	<ul style="list-style-type: none"> • Direct observations • Verified documents • Responses to supplementary questions (written/oral) clarify performance • Customer feedback (appropriate to situation) • Documentation 	<ul style="list-style-type: none"> • Checklists • Attestations • Role-plays • Oral question bank • Completed correspondence • Completed forms 	Candidate has responded appropriately to customer complaints

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 62: Maintain personal presentation in the workplace
version 4 level.2 credits 2 domain *service sector – core skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Maintain personal hygiene.	<ul style="list-style-type: none"> • Candidate identifies reasons for personal hygiene • Candidate meets personal care requirements 	<ul style="list-style-type: none"> • Direct observation • Verified documents • Written/oral responses 	<ul style="list-style-type: none"> • Checklist • Attestations • Question bank • Poster/visual aids 	Candidate has met personal care requirements and identified reasons for them
2 Present a positive image.	<ul style="list-style-type: none"> • Candidate identifies what a positive image is • Candidate uses positive attitude and communication skills • Candidate wears appropriate clothing 	<ul style="list-style-type: none"> • Direct observation • Verified documents • Written/oral responses 	<ul style="list-style-type: none"> • Checklist • Attestations • Question bank • Poster/visual aids 	Candidate has presented a positive image using communication skills, positive attitude and appropriate clothing, as stated in the range statement
3 Maintain personal presentation and grooming.	<ul style="list-style-type: none"> • Candidate maintains personal grooming and dress standards over a defined period 	<ul style="list-style-type: none"> • Direct observation • Verified documents 	<ul style="list-style-type: none"> • Checklists • Attestations • Timelines • Charts/logs • Self-evaluation / personal profile 	Candidate has maintained standards for the defined period

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 64: Perform calculations for the workplace
version 4 level 1 credits 2 domain *service sector – core skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Perform calculations for the workplace.	<ul style="list-style-type: none"> • Candidate performs money and non-money calculations 	<ul style="list-style-type: none"> • Direct observation • Oral responses • Verified documents • Supplementary documents (could be receipts, invoices, labels, promotional material, quotes, ...) 	<ul style="list-style-type: none"> • Written/oral questions • Role-play • Actual exchanges 	Candidate has accurately performed the calculations

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 376: Employ customer service techniques for differing customer behaviours in a given situation
version 4 level 3 credits 2 domain *service sector – core skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Demonstrate knowledge of customer service techniques required for differing customer behaviours.	Candidate identifies in accordance with enterprise requirements; <ul style="list-style-type: none"> • Differing customer behaviours affecting communication • Behavioral style of service providers • Options to overcome customer communication difficulties 	<ul style="list-style-type: none"> • Written/oral responses • Direct observation 	<ul style="list-style-type: none"> • Multi-choice • Short answers • Tests • Written/oral questions • Brainstorming 	Candidate has demonstrated knowledge of Key Critical Indicators in accordance with enterprise requirements
2 Apply customer service techniques for differing customer behaviours in given situations.	Candidate demonstrates techniques for dealing with different customer behaviours in accordance with enterprise requirements; <ul style="list-style-type: none"> • Adapting personal behavioral style • Selecting and applying a customer service technique 	<ul style="list-style-type: none"> • Observations • Supplementary oral responses 	<ul style="list-style-type: none"> • Scenarios • Role-plays • Checklist • Verified documents 	Candidate has applied customer service techniques of Key Critical Indicators in accordance with enterprise requirements

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources
Unit Standard 377: Work in a diverse workplace
version 4 level 2 credits 2 domain service sector – core skills

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Describe behaviours of diverse groups in relation to the way they enhance or create difficulties for workplace relationships.	Candidate identifies workplace relationships in accordance with enterprise requirements <ul style="list-style-type: none"> • Common areas of diversity • Behaviours that enhance/create difficulties in workplace relationships • Steps for overcoming difficulties 	<ul style="list-style-type: none"> • Written/oral responses 	<ul style="list-style-type: none"> • Multi-choice • Short Answer • Question Bank • Report • Research • Workplace manual 	Candidate has identified areas of diverse and consequential behaviours that may enhance or create and overcome difficulties in workplace relationships in accordance with Enterprise Requirements
2 Work in a diverse workplace.	Candidate: <ul style="list-style-type: none"> • Develops • Tests • Verifies options for overcoming difficulties in a diverse workplace in accordance with enterprise requirements.	<ul style="list-style-type: none"> • Written/oral responses • Observation • Documentation 	<ul style="list-style-type: none"> • Scenario/Role-play • Practical test • OSH evaluation reports • Feedback – oral, written, active, participate • Case studies 	Candidate has developed and tested techniques to enable work in a diverse workplace in accordance with Enterprise Requirements

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 496: Manage personal wellness

version 6 level 1 credits 2 domain *self-management*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Describe factors which influence own personal wellness.	Candidate identifies; <ul style="list-style-type: none"> • Personal wellness factors • Modifiable wellness factors • 5 factors enhancing or maintaining personal wellness 	<ul style="list-style-type: none"> • Written/oral responses 	<ul style="list-style-type: none"> • Visual aids • Charts/graph • Reports • Personal profile • Timeline • Form filling • Oral questions • Checklists 	Candidate has described personal wellness factors, which are: <ul style="list-style-type: none"> • modifiable • unchangeable • enhancing • maintaining in accordance with the range statement requirements
2 Produce a plan to enhance or maintain own personal wellness.	Candidate produce a plan that: <ul style="list-style-type: none"> • provides for impact of unchangeable factors • sets goals to enhance or maintain personal wellness • is achievable • is measurable. 	<ul style="list-style-type: none"> • Written response 	<ul style="list-style-type: none"> • Visual aids • Charts/graph • Reports • Personal profile • Timeline • Form filling 	Candidate has produced an achievable and measurable plan which has enhanced or maintained their own personal wellness
3 Implement the plan.	Candidate implements a plan which is: <ul style="list-style-type: none"> • Observable • Measurable 	<ul style="list-style-type: none"> • Written Response • Direct observation • Verified documents 	<ul style="list-style-type: none"> • Review dates • Timeline • Report • Form filling • Chart/graph 	Candidate has implemented a plan that is observable and measurable

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources
Unit Standard 504: Produce a CV (curriculum vitae)
version 4 level 1 credits 2 domain *work and study skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Prepare to produce a CV.	<ul style="list-style-type: none"> • Candidate presents a collection of supporting documents • Candidate drafts a personal statement • Candidate records referee details (2 referees) 	<ul style="list-style-type: none"> • Documentation • Verified documents 	<ul style="list-style-type: none"> • Portfolio • Forms/templates • Checklist • Written/oral questions • Attestations 	Candidate has collected and prepared relevant documents and information
2 Produce the CV.	<ul style="list-style-type: none"> • Candidate produces an accurate and formatted CV which includes supporting documents or evidence 	<ul style="list-style-type: none"> • Written CV (refer to special note 2) 	<ul style="list-style-type: none"> • Checklist 	Candidate has produced a CV and provided the required supporting evidence

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources
Unit Standard 543: Start work in a new workplace
version 4 level 1 credits 3 domain *work and study skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Make preparations for starting work in a new workplace.	Candidate collects information on; <ul style="list-style-type: none"> • The workplace • Transport requirements • Workplace contacts • Appropriate clothing • Documentation required 	<ul style="list-style-type: none"> • Written/oral responses • Direct observation • Verified documents 	<ul style="list-style-type: none"> • Checklists • Questions • Attestations • Self-evaluation • Maps/charts/tickets/timetables 	Candidate has collected information and documentation on the work proposed workplace and assembled appropriate clothing.
2 Begin working in, and become acquainted with, the new workplace.	Candidate identifies; <ul style="list-style-type: none"> • Standards, procedures, facilities, job description, and employment conditions for a new workplace • Personal presentation and clothing meets required standards 	<ul style="list-style-type: none"> • Verified documents • Written/oral responses • Direct observation • Documentation (eg; work manuals, job description, induction manuals 	<ul style="list-style-type: none"> • Checklists • Attestations • Question bank • Diaries 	Candidate has shown awareness of workplace standards, procedures, facilities, job requirements and conditions (5) and has met clothing standards

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 548: Plan to manage personal use of alcohol and other drugs
version 6 level 1 credits 2 domain *self-management*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Demonstrate knowledge of alcohol and other drugs.	Candidate identifies drugs by types and describes; <ul style="list-style-type: none"> • Short/long term effects • Legal limitations • Identifies pressures to use 	<ul style="list-style-type: none"> • Written/oral responses 	<ul style="list-style-type: none"> • Brainstorming • Multi-choice • Questions – oral/written • Cloze reading • Visual aids • Personal oral presentation • Research/projects 	Candidate has identified types of drugs and pressures to use and described effects and legal limitations according to range statements
2 Identify strategies for the safer use of alcohol and other drugs.	Candidate identifies safer ways to manage personal behaviour with regards to; <ul style="list-style-type: none"> • Driving • Personal limits • Signs • Symptoms • 4 helping agencies 	<ul style="list-style-type: none"> • Written/oral responses 	<ul style="list-style-type: none"> • Brainstorming • Multi-choice • Questions – oral/written • Cloze reading • Visual aids • Personal oral presentation • Research/projects 	Candidate has identified strategies for safer use of drugs and the details of 4 organisations that can assist

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 1307: Present ideas and information orally to a specified audience in a predictable situation
version 4 level 3 credits 3 domain *interpersonal communication*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Give an informative talk to a specified audience in a predictable situation.	Candidate delivers an informative talk that; <ul style="list-style-type: none"> • Identifies personal interest • Is appropriate to audience • If used, visual aids are correctly used • Verbal and non-verbal skills are appropriate • Responds to audience feedback if given 	<ul style="list-style-type: none"> • Direct observation • Verified documents • Audio/visual aids (eg; video/tape) 	<ul style="list-style-type: none"> • Checklists • Attestations • Role-plays (audience) 	Candidate has delivered a talk which has covered the required factors and skills and has been appropriate for the audience
2 Deliver a prepared social speech of welcome, farewell, or congratulations to a specified audience in a predictable situation.	Candidate delivers a prepared speech for a social occasion and; <ul style="list-style-type: none"> • Uses interpersonal communication skills • Structures the speech appropriately 	<ul style="list-style-type: none"> • Direct observation • Verified documents • Audio/visual aids (eg; video/tape) 	<ul style="list-style-type: none"> • Checklists • Attestations • Role-plays (audience) 	Candidate has delivered a speech in a social occasion, which has covered the required factors and skills, and has been appropriate for the audience

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 1979: Describe the employment relationship, and the application of employment law to that relationship
version 6 level 2 credits 3 domain *work and study skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Describe the key features of the employment relationship.	Candidate describes the employment relationship with respect to; <ul style="list-style-type: none"> • Benefits and costs for employees and employers • Legal rights and responsibilities • Effects of employment agreements 	<ul style="list-style-type: none"> • Written/oral responses • Documentation 	<ul style="list-style-type: none"> • Question bank • Checklists • Posters/charts/pamphlets • Case studies • Mind mapping • Fill-in-gaps 	Candidate has described the benefits, costs, rights, responsibilities and effects of employment relationships and agreements
2 Describe the key features of employment agreements.	Candidate describes; <ul style="list-style-type: none"> • Types of employment agreements • Minimum legal requirements • Possible extra inclusions in agreement • Assesses one individual and one collective agreement 	<ul style="list-style-type: none"> • Written/oral responses • Documentation 	<ul style="list-style-type: none"> • Question bank • Checklists • Posters/charts/pamphlets • Case studies • Mind mapping • Fill-in-gaps • Annotations 	Candidate has described and assessed an individual and collective agreement in terms of their key features, according to range statements
3 Describe rights, responsibilities, and roles of participants in establishing and maintaining an employment agreement.	Candidate describes; <ul style="list-style-type: none"> • the process of establishing and maintaining an employment agreement • the principles of fairness and the legal provisions 	<ul style="list-style-type: none"> • Written/oral responses • Documentation 	<ul style="list-style-type: none"> • Question bank • Checklists • Posters/charts/pamphlets • Case studies • Mind mapping • Fill-in-gaps • Annotations 	Candidate has described the Key Critical Factors in establishing and maintaining an employment agreement

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 4253: Obtain job search skills

version 4 level 2 credits 3 domain *work and study skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Identify potential job opportunities in terms of occupational titles.	Candidate identifies realistic job opportunity within labour market <ul style="list-style-type: none"> • Skills • Experience • Qualifications • Resources 	<ul style="list-style-type: none"> • Verified documents, eg situations vacant • Personal profile in terms of; skill, experience, qualifications, needs, • Written/oral evidence 	Develop personal profile Written research covering; <ul style="list-style-type: none"> • Newspapers • WINZ/Career Services • Web Site 	Candidate has indicated match between profile, identified job opportunities and labour market availability
2 Demonstrate skills for locating suitable vacancies.	Candidate identifies skills to: <ul style="list-style-type: none"> • Locate suitable vacancies and/or; • Compatible to occupation title and/or compatible to needs • Seek assistance or information 	<ul style="list-style-type: none"> • Written/oral responses 	Develop personal profile Written research covering; <ul style="list-style-type: none"> • Newspapers • WINZ/Career Services Web Site	Candidate has shown evidence of skills to perform Key Critical Indicators
3 Describe preparation for, and implementation of, a job search programme.	Candidate prepares and implements the process of developing a Job Search programme from; <ul style="list-style-type: none"> • Support personnel • Job search programme • Obtain interviews • Evaluation of job possibilities in terms of needs 	<ul style="list-style-type: none"> • Collation of Elements 1 and 2 documented 	<ul style="list-style-type: none"> • Log • Flow charts • Curriculum Vitae • Personal Profile • Report • List of support personnel and contact details 	Candidate has implemented job search programme

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 10780: Complete a work experience placement
version 2 level 1 credits 2 domain *work and study skills*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Prepare for a work experience placement.	Candidate identifies learning goals and agreed tasks related to work experience placement	<ul style="list-style-type: none"> • Cross-reference to other unit standards • Communication between employer and employee • Written/oral documents verified, eg; workplace manuals, written/oral reports and research covering goals and tasks 	<ul style="list-style-type: none"> • Written/oral questions • Research project – identify tasks • Goal planner • Personal profile • Contact with prospective employer 	Candidate has identified goals and related tasks to prepare for work experience placement.
2 Carry out the placement.	Candidate performs set tasks and responds to opportunity if/when they occur	<ul style="list-style-type: none"> • Written/oral employer/assessor report/feedback • Candidate evaluation progress/knowledge 	<ul style="list-style-type: none"> • Checklist • Employer/Assessor • Observation • Worksheet assessment • Log 	Candidate has carried out a work experience placement. Performed set tasks and responded to any opportunities arising
3 Evaluate the results of the placement.	Candidate evaluates: <ul style="list-style-type: none"> • Preferences • Prospects • Benefits 	<ul style="list-style-type: none"> • Written/oral evaluation – may include range statement 	<ul style="list-style-type: none"> • Written/oral questions eg; interview • Evaluation report • Feedback • Checklist 	Candidate has completed evaluation of <ul style="list-style-type: none"> • preferences • prospects • benefits

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 12348: Demonstrate knowledge of anger and options for dealing with anger issues
version 2 level 1 credits 2 domain *self-management*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Describe how anger operates in, and affects, people's lives.	Candidate describes emotions and processes which initiate and sustain expressions of anger and; <ul style="list-style-type: none"> • Describes forms, behaviours of abuse resulting from anger (according to range) • Describes related consequences for of those abuses 	<ul style="list-style-type: none"> • Written/oral responses 	<ul style="list-style-type: none"> • Case studies • Research • Personal histories • Oral presentations • Charts, posters • Questions • Tables 	Candidate has described how anger operates in, and affects people's lives
2 Identify options for addressing anger.	Candidate identifies 2 ways of addressing anger and details of 2 helping agencies	<ul style="list-style-type: none"> • Written/oral responses 	<ul style="list-style-type: none"> • Case studies • Research • Personal histories • Oral presentations • Charts, posters • Questions • Tables 	Candidate has identified 2 ways of addressing anger and has identified details of 2 appropriate helping agencies

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 12349: Demonstrate time management

version 2 level 2 credits 3 domain *self-management*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Demonstrate effective use of time in relation to own and/or group priorities.	Candidate establishes time management systems to meet goals: <ul style="list-style-type: none"> • Priorities • Importance • Urgent/non urgent 	<ul style="list-style-type: none"> • Refer to special notes • Verified documentation • Evidence the candidate has made changes 	<ul style="list-style-type: none"> • Diary/logs • Timeline • Report • Chart-graph/to do lists • Visual aid • Mind-mapping • Checklist • Evaluative tool – reassessment of order 	Candidate has demonstrated systems established and documented to achieve goals and deal with change. Over 20 day period. See special notes
2 Demonstrate methods to facilitate efficient use of time in dealing with priorities.	Candidate demonstrates time management methods for: <ul style="list-style-type: none"> • Organisation • Lessen impact of diversions (4 methods) • Minimise time spent on non-urgent matters (4 methods) 	<ul style="list-style-type: none"> • Observation of physical, evidence of meeting • Key critical indicators • Written/oral responses 	<ul style="list-style-type: none"> • Diary • Visual aids • Answer phone • Memorandums • Checklist • Log/Planner • Question/Answer • Scenario – written/oral responses 	Candidate has demonstrated methods to efficiently use time. Over 20 day period. See special notes

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency

Core Skills Assessment Resources

Unit Standard 12355: Demonstrate knowledge of stress and ways of dealing with it
version 2 level 2 credits 2 domain *self-management*

Element Statement	Key Critical Indicators	Possible Evidence N.O.E [↓] /C.R [↓] /R.C.C [↓]	Possible Assessment Tools Choose/select from:	Competency
1 Describe stress and its common sources and effects.	Candidate demonstrates knowledge of; <ul style="list-style-type: none"> • Stress indicators • Consequences of; <ul style="list-style-type: none"> Under load Over load • Sources • Stress as a motivator 	<ul style="list-style-type: none"> • Documentation • Written/oral responses relating to range statement 	<ul style="list-style-type: none"> • Test • Checklists • Multi-choice • Questions • Short Answers 	Candidate has identified and described aspects and consequences of stress
2 Describe ways of dealing with stress.	Candidate identifies: <ul style="list-style-type: none"> • 5 practical approaches • 4 internal approaches in reduction of unwanted stress 	<ul style="list-style-type: none"> • Documentation • Written/oral responses relating to range statement 	<ul style="list-style-type: none"> • Test • Checklists • Multi-choice • Questions • Short Answers • Scenario • Role-play • Case studies 	Candidates has identified approaches to reduce unwanted stress according to sufficiency stated in the range statement

↓ Naturally Occurring Evidence

↓ Cross Referencing to other unit standards

↓ Recognition of Current Competency